



Hopalong/ Growing Minds Projects (2026)



Hopalong  LexiLearn.com

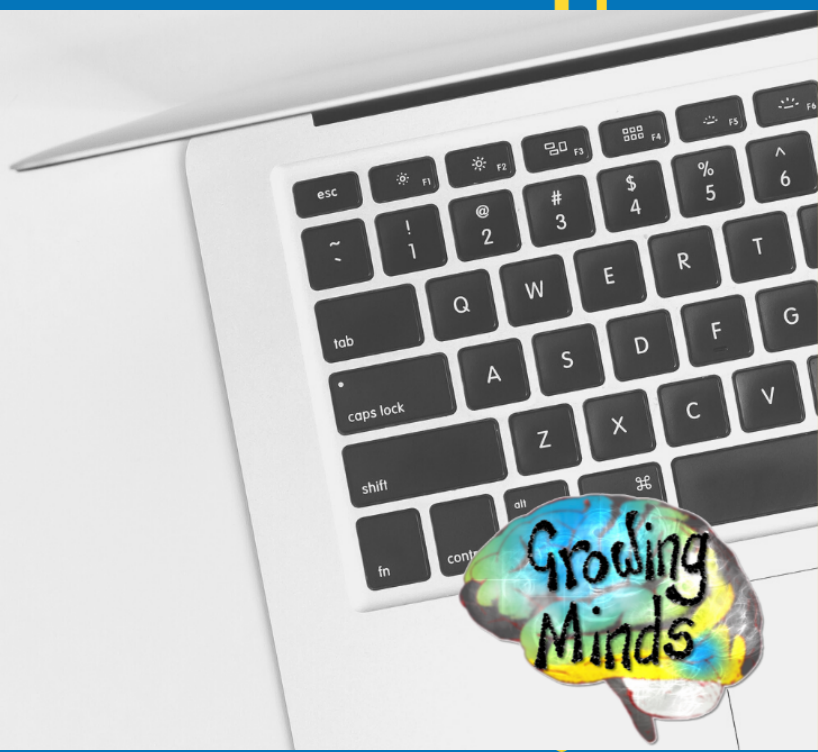


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PREVIOUS PROJECTS

Projects Over the Years

Partners	Projects
2011 Trinidad and Tobago National Library and Information System Authority (NALIS)	From the outset NALIS was supportive of Hopalong’s drive to improve the literacy levels of students. They hosted one of our very first Reading Workshops for teachers and parents of preschool students. They also acquired our programme to distribute in their libraries throughout the country.
September 2011-June 2012 Hopalong in the Schools Project (First Citizens, Atlantic LNG, Courts Trinidad Ltd, Yorke Construction, Republic Bank)	This pilot project introduced the hopalonglearning.com website as a learning tool to schools in Trinidad and Tobago. It involved eleven schools scattered throughout Trinidad and Tobago. From as far north as Tobago and as far south as Cedros. Hopalong visited each school and through workshops and team-teaching they showed teachers how to incorporate online learning into their classroom teaching methods. Some of the students were also able to access our website at home, by family members, at local libraries, and internet cafes.
2013 The National Institute of Higher Education, Research, Science and Technology (NIHERST)	NIHERST invited Hopalong to participate in its “101 Inventions that changed the World” SciTechKnofest. We were the only education-technology company that participated in this expo. This expo ran over a three week period and had over 60,000 visitors with thousands visiting the Hopalong booth. Students who visited the booth were able to view and discuss Hopalong videos from our website based on Science and Mathematics. It proved to be a major hit with the young ones.
2012-2014 Courts (UNICOMER) Trinidad Limited (An Extended Partnership)	The continued sponsorship of Courts allowed us to reach out to special needs schools and continue the development of online learning. We were also able to begin to reach out directly to parents online to offer assistance to them. This took us beyond the walls of the classroom.
2010-2013 FLOW (Columbus Communications Trinidad Limited)	Through the generous sponsorship of FLOW Hopalong was able to develop the hopalonglearning.com educational website further and ensure that numerous schools gained access to the site. The site at that time was mainly used during school hours by teachers from Infants to Standard Three. Workshops regarding the use of online material and monitoring of schools was supported through their assistance. Hopalong was one of the main attractions at FLOW’s three-day online services event held at the Hyatt in 2013. By March 2013 the following results were achieved: <div style="text-align: right;"> Number of Schools: 105 Number of Teachers: 757 Number of Students: 12,244 </div>
2012 Ministry of Education of Trinidad and Tobago	<ul style="list-style-type: none"> ● From 2012 Hopalong Learning provided textbooks through the Ministry of Education’s textbook rental programme. ● Hopalong was given formal permission to use the then hopalonglearning.com website in primary schools.

Partners	Projects
<p>2012-2015 Ministry of National Security of Trinidad and Tobago</p>	<p>From 2012 Hopalong Learning partnered with British Gas of Trinidad and Tobago (BGTT) in the <i>Making Life Important Project</i> in the East Port of Spain Area to assist three primary schools. This project later expanded into 20 primary schools.</p>
<p>2015 Ministry of Education in Guyana (Regional Workshop)</p>	<p>The 12 attendees of the one-day Hopalong Reading Workshop included eleven teachers and one senior officer.</p>
<p>(14-16 April, 2015) The London Book Fair</p>	<p>Hopalong was the only book publisher from the Caribbean on display at one of the world's largest book fairs. We were able to put Trinidad's educational products on the map.</p>
<p>2016 Ministry of Education in Antigua (Regional Workshop)</p>	<p>The 52 attendees of the one-day Hopalong Reading Workshop included teachers and senior officers.</p>
<p>2016-2020 SHELL Trinidad and Tobago Ltd</p>	<p>SHELL continued an expanded version of the Hopalong Project that was started with BGTT in 2012. It continued into 2020 as an online version during the COVID school shutdown. (NOTE page 5)</p>
<p>2016-2017 Ministry of Education of Trinidad and Tobago</p>	<p>Each district office granted Hopalong approval to conduct free Reading Workshops for teachers from Infants to Standard One. At least ten one-day workshops were conducted with more than 240 teachers attending.</p>
<p>January 2017 - June 2017 (Two school terms) The Tobago House of Assembly (Hopalong Reading)</p>	<p>Number of Students: 191 (Including 29 special needs students at the School for the Deaf, 4 of whom were deaf and 25 had special learning difficulties)</p> <p>Hopalong assessed each student to ascertain their starting points and worked alongside each teacher to employ effective strategies in the teaching of reading. Each student was then reassessed at the end of the two terms.</p>
<p>(March 2019-May 2019) Open Classes</p>	<p>Hopalong believed that dynamic teaching could be observed right within the classrooms of Trinidad and Tobago. Consequently, Hopalong arranged Open Classes for teachers to observe the FlexiLearn Teaching Method in an actual classroom setting. Three classes at Beetham Government Primary School were transformed by the Hopalong Team for the demonstrations.</p> <p>Invitations were issued to all 20 schools in the Laventille-Morvant School Improvement Project. One hundred and two (102) persons attended. These included teachers, principals, School Supervisors, Curriculum Officers and other stakeholders.</p>

Some Results from the Shell Project**Shell Trinidad & Tobago Limited (STTL)**

Starting in 2012 Hopalong partnered with BGTT as part of the 'Making Life Important Project' in three primary schools in the Laventille/East Port of Spain area. The focus was on the foundation levels of Infants and Standard One in three primary schools under the Ministry of National Security. This project expanded gradually over time.

In 2017 as part of the Ministry of Education's Laventille-Morvant School Improvement Project, Shell Trinidad & Tobago Limited has continued its partnership with Hopalong in twenty Primary Schools.

The project focuses on the systematic teaching of foundational skills in a supportive learning environment to:

- (1) Improve academic and behavioural performance
- (2) Strengthen reading and foundational skills such as Mathematics and Composition Writing to enhance further education
- (3) Enhance self-confidence, self-esteem and motivation
- (4) Strengthen teaching strategies through hands on support and guidance.

This project targets structural deficiencies in education and has been improving educational experiences and outcomes for these communities, which ultimately can improve the life chances of participants.

In 2019, the programme had a positive impact with 70.66% of all students improving reading by at least 1 grade level. For example, Beetham which has been in the project since 2012 has reported improvements in student performance at Secondary Entrance Assessment (SEA) examinations, improved enthusiasm for learning and improved reading skills as students progress to higher standards. All of which is attributed to the Hopalong program.

Some Results from the Shell Project (Continued)

Hit on the images to view these two news items regarding Beetham Students for the SEA Results.

(2017)



(2019)



TOTAL NUMBER OF TEACHERS
WHO BENEFITTED FROM THE PROJECT
(2012-2020)

139 teachers
(Plus numerous OJTs some of whom were studying teaching.)

TOTAL NUMBER OF STUDENTS
WHO BENEFITTED FROM THE PROJECT
(2012-2020)

3037 students
(1777 **boys**)
(1260 **girls**)

During COVID-19 School Lockdown
(September 2020 - December 2020)
Hopalong Trainers have directly supported:
Schools: 20
Parents: 803

Reading and the Boys

The Hopalong FlexiLearn teaching strategy not only excites boys in learning but our data shows that it leads to academic success.

Reading data from the Shell Project showed that in First Year Infants the boys lagged behind. The gap closed significantly in Second Year Infants. By Standard One the boys slightly overtook the girls.

The Hopalong teaching approach gives boys the time they need to grow developmentally. The more traditional styles of learning see the boys lag behind and remain behind as opposed to giving them the time they need to develop and then shine.

One School's Experience

A particularly low performing school had this experience in the Laventille-Morvant School Improvement Project.

Students graduating First Year Infants that did NOT use Hopalong's reading resources and strategies had only 11% of students reading at expected grade level. This result was typical for this school.

The following year First Year Infants taught using Hopalong's reading resources and strategies had 85% of the students reading at or above expected reading levels.

CURRENT PROJECTS

Current Projects

Partners	Projects
<p>2019 - Present YTEPP</p>	<p>Growing Minds has partnered with The Youth Training and Employment Partnership Programme (YTEPP) to improve the reading levels of students assessed as requiring literacy support.</p> <p>Over 4000 students have been assessed to date regarding their literacy skills upon entering YTEPP. This has allowed YTEPP to get improved data on their student-intakes.</p> <p>Additionally, approximately 500 students have benefitted from using the mygrowingmind.net Online Reading Course to strengthen their reading skills.</p>
<p>2023 - Present MASSY (Trinidad and Tobago)</p>	<p>With the financial support of Massy, Growing Minds has been working with a selected Secondary school in Diego Martin, Trinidad.</p> <p>In the first year Growing Minds assessed and assisted students up to Form Three. Growing Minds now offers a free assessment to <i>all</i> the new Form One intakes to find the reading age of each student. They are then assigned their reading level on Growing Minds to use the online platform to build their reading skills. This is done with the support of the English Language Teachers and School Librarians.</p> <p>Over 200 students in this school have benefitted from our Online Reading Course to date.</p>
<p>2024 - Present Trinidad and Tobago Unit Trust Corporation</p>	<p>The Unit Trust Corporation sponsors 15 select students in a Primary School in Arima, to improve the literacy skills of the weakest literacy students in Standard One.</p> <p>These students use the mygrowingmind.net Online Reading Course to strengthen their reading skills. This is done at the school with the guidance of their class teachers.</p>
<p>2026 - Present Our Children The Future, Inc. (Based out of Los Angeles, USA)</p>	<p>Our Children The Future Inc is an NGO that works collaboratively with communities to provide for less fortunate children through education, finances and health care.</p> <p>They are currently sponsoring students in 3 primary schools in Trinidad and Tobago who need to strengthen their literacy skills. It includes one special needs school. These students are improving their literacy skills through either our hopalonglearning.com or mygrowingmind.net Online Reading Courses.</p>

The Youth Training and Employment Partnership Programme (YTEPP) 2019 - Present

Upon hearing of the success of our project in the Morvant-Laventille Community YTEPP reached out to us and requested that we partner with them in assisting their students with improving reading skills.

In September 2019 Lorraine Powell-Cadette under Powell House Publishing partnered with YTEPP using our mygrowingmind.net online education platform. It provides a means of intervention for YTEPP students to improve their literacy levels and consequently their ability to better navigate various programmes that they have been enrolled to complete at YTEPP.

Data is automatically generated and supplied to YTEPP via emails.

To date we have so far enrolled and worked with over **4000** YTEPP students.

YTEPP is GROWING MINDS
In collaboration with Powell House Publishing

Nigel Parris,
Chief Executive Officer,
YTEPP Limited and
Lorraine Powell-Cadette,
Author and Founder of
Hopalong Learning,
sign an MOU.

Entrusted with the responsibility to develop, structure and implement programmes of activities and training to improve the levels of literacy and numeracy skills of the youth, YTEPP with the support of Powell House Publishing, now offers trainees an opportunity to improve their literacy without sacrificing privacy and confidentiality. With the development of a Growing Minds Mobile Application, Powell House has revolutionised the way by which YTEPP trainees, access support to improve their reading and comprehension skills, and consequently, their ability to better navigate various programmes that they have been enrolled in to complete at YTEPP, and by extension their daily lives.

Lorraine Powell-Cadette, Author and Founder of Powell House Publishing, is astutely known for the Hopalong Learning Programme, which has successfully aided in cultivating a love for reading amongst schools throughout Trinidad and Tobago. The author infuses technology into a blended approach to the art of teaching to read. YTEPP's new initiative focuses on utilising technology to blend eLearning and vocational skills training. It is this thrust that synergised the partnership between YTEPP and Powell House as it forms a mutual commitment that compliments the services of each entity.

The Growing Minds Application was designed and developed to cater to the needs of young adults. Trainees enrolled at YTEPP and assessed as having literacy challenges, would now be afforded the opportunity to download the 5-level mobile application on their devices. Trainees are afforded individual attention as they navigate through the material at their own pace. YTEPP's ultimate goal is for selected trainees to improve their literacy standard by at least one level during the 6-month course of study.

An initial pilot project was undertaken, where Powell House Publishing developed the literacy assessment that was administered to trainees upon conclusion of their registration process. A total of 120 trainees with varied levels of literacy participated in the project that commenced in May 2020, during the peak of the stay at home order due to the Covid-19 pandemic. To date, a total of 11 trainees successfully completed the programme and expressed elatedness to have been afforded the opportunity.

In photos above:

- 1) YTEPP's Youth Training Director, Josann Moses (4th from left) Allyson Alexander-Jones, (extreme right) and Natasha Carlow (Extreme left) YTEPP Councilors, stand with YTEPP trainees.
- 2) Lorraine Powell-Cadette engages a trainee.
- 3) Josann Moses chats with a trainee.

Feedback

Feedback - What Others Have to Say

A Hopalong Reading Workshop
Attendee (Teacher)
2016

I appreciate all aspects of this reading programme because it holistically develops literacy. The methods such as this are innovative and needed for teachers to tap into the minds of our nation's children.

T.H.A. Project
Delaford A.C.
Ms. Robly (Teacher)
2017

It's a programme that's working. It came just at the right time, when they are building on sentence writing. Even with the weakest students, progress may be slow but it is sure.

A Hopalong Reading Workshop
Attendee (Teacher)
2017

I appreciated the presenter's wealth of knowledge in making nonreaders into readers. I will recommend the workshop to anyone!

T.H.A. Project
Montgomery G.P.S.
Ms. Nelson (Teacher)
2017

As they see the red book they say, "Red book (one of the Hopalong Reading Activity Books)! Red book!" They try to behave better because they see the red book. They see it as reward and they can interact with the characters on the page.

J. Reece (Parent)
2013

My kids are absolutely enjoying this programme. The songs are infectious and the learning is fun.

T.H.A. Project
Tobago School for the Deaf, Speech and Hearing Impaired
Ms. Crawford (Teacher)
2017

Once my verbal student sees the book he gets excited. Since I don't have to hover over him (since the activity book is manageable) it gives him space. He is able to colour, draw, stop and read so it doesn't seem oppressive to him.

Open Class Workshop
St. Barbs'
Mrs. Ramdhan (Teacher)
2019

Hopalong gave me encouragement and motivation to continue the programme at my school. They made it look so easy, short and sweet. It made me realise that I need to put less effort to make sure my part is done and more on what the children can achieve on their own.

The Morvant-Laventille
Initiative
Bethlehem Girls' RC
Ms. Pierre (Principal)
2019

Ms. Goodman (teacher)
and I agree that this is one
of the best programmes
we ever had.

Hit on the images below to view videos of the principals speaking in their own words. (2019)



Ms. Peters
(St Barb's
Government
Primary)



Ms. Antoine
(Beetham
Government
Primary)

YTEPP Growing Minds
Shania La Foucade (Student)
2020

It was very easy and organised to understand. English wasn't my strongest subject but from doing the work on the website made me think different about English in general. The comprehension passages were VERY interesting. The teacher was there to assist when we needed it.

YTEPP Growing Minds
Andrea Mac Farlane
(Student)
2020

You get to learn new things. You get to come out of your comfort zone. I never pushed myself like this before. I was glad I had to. The privacy to learn and work without others judging me was very Important. It mattered a lot.

